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ABSTRACT

Results of a survey of graduates of the University of North Carolina, Wilmington, are presented, with attention to economic and noneconomic benefits. Of 765 students who graduated between fall 1983 and summer 1984, 325 returned usable questionnaires. Ninety percent of the graduates were either employed or looking for work, while 16% were employed part-time. Most full-time workers were business majors. More than two-fifths of all full-time permanent employees were very satisfied with their jobs. Half the respondents from eight majors were very satisfied with their jobs. Graduates in public accounting, aerospace, public utilities, and government were the most satisfied. As a whole, graduates considered their education to be relevant to their jobs. About 13% of graduates were continuing their education and about 35% were also working full-time. Over half of the graduates felt their education helped them understand ideas, enabled them to relate to others, and gave them an understanding of a field of knowledge. The questionnaire is included. (SW)

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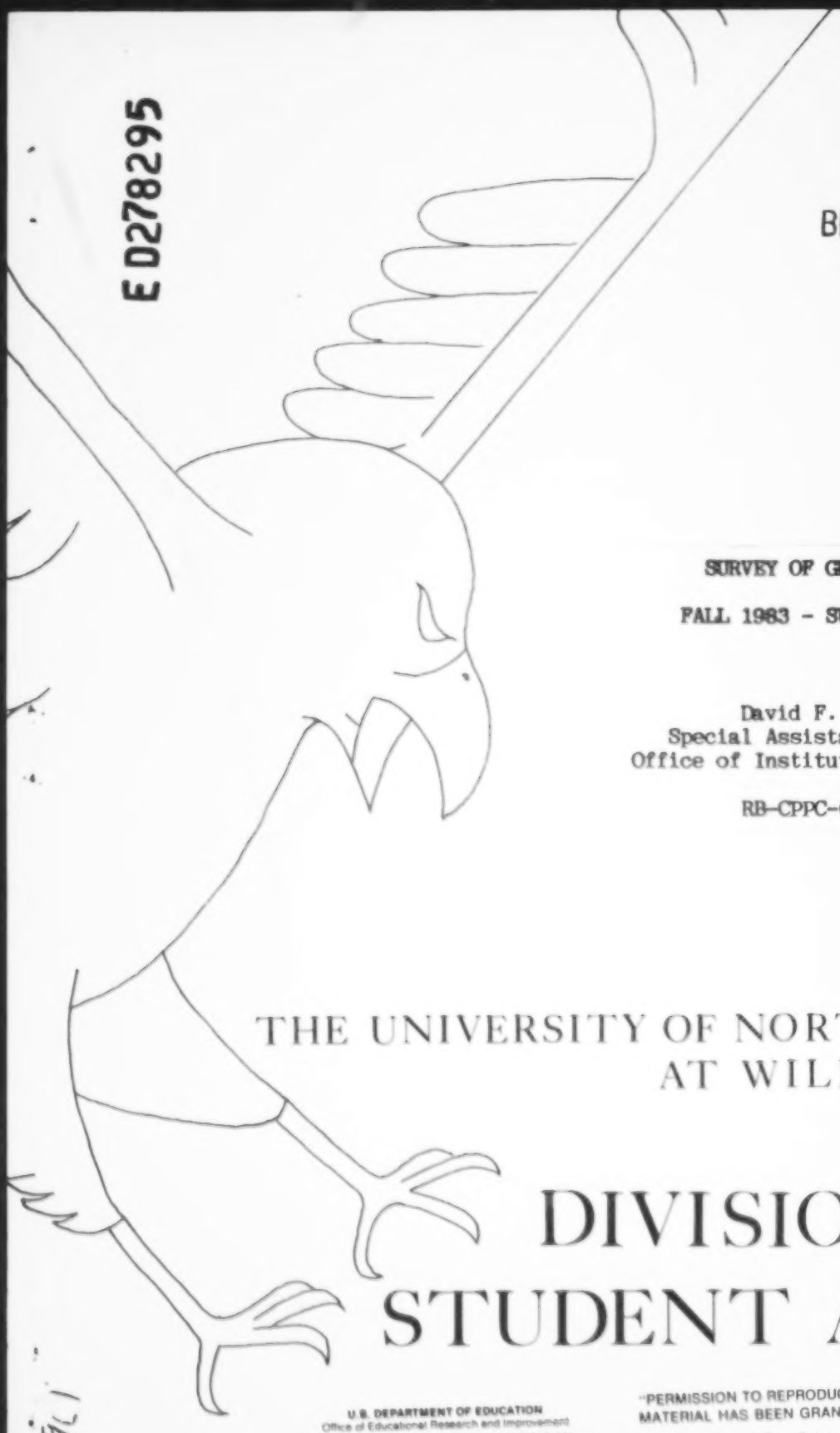

SURVEY OF GRADUATES

FALL 1983 - SUMMER 1984

David F. Allen
Special Assistant to VCSA
Office of Institutional Research

RB-CPPC-010186

THE UNIVERSITY OF NORTH CAROLINA
AT WILMINGTON

DIVISION OF STUDENT AFFAIRS

HE 019 911

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SURVEY OF GRADUATES: FALL 1983 - SUMMER 1984

HIGHLIGHTS OF THE STUDY

Six months to one year after graduation nearly all (88%) UNCW alumni who graduated between the fall of 1983 and the summer of 1984 were sent surveys. More than half of 644 surveys actually delivered were returned as usable. Respondents who had graduated most recently were underrepresented. As expected, respondents had significantly higher GPAs than did nonrespondents. No other differences between the two groups were noted. Among respondents there were seven who double-majored, two of whom also earned dual degrees. Five percent of respondents were teacher certified in one of four disciplines. Of the 325 respondents, 9 held graduate degrees from UNCW.

Employment Status

In terms of employment status, 82% were employed, 8% were unemployed but looking for work, and 10% were not in the labor force. Of the 266 working graduates, 84% were permanent, full-time employees. Among non-master's degree alumni, employees were most likely business majors. Arts and sciences majors were significantly underemployed compared to business, nursing and education majors. About 80% of all full-time employees were working in North Carolina and heard of their position through employer contact. Typical annual salaries among non-master's degree alumni ranged from $15,001 to $18,000. Computer Science and Marine Biology majors were the top money makers. Highest salaries went to those in business and industry with most of these in the merchandising/services business or building materials/construction industry.

Alumni tended to be job satisfied. Over 40% of all full-time, permanent employees said they were very satisfied. At least half of all accounting, communications, computer science, middle education, math, marketing, physical education and physics majors were very satisfied with their jobs. Those graduates in career fields related to public accounting, aerospace, chemicals, public utilities, and all levels of government were very satisfied. Almost all (89%) of those not very satisfied with their jobs claimed they could not find an appropriate job in their major field of study. In terms of graduates considering their education as relevant to their job, over half said it was very related to both their degree (53%), major field of study (59%), and long-term career plans (53%).

Educational Status

Several graduates sought additional education. A total of 42 (13%) of all graduates were continuing their education. Fifteen of these (35%) were also working full-time. Over three-fourths (76%) of all graduates continuing education were arts and science majors.

Finally, most graduates thought their education gave them an understanding of ideas (60%), enabled them to relate to others (62%), and gave them an understanding of a field of knowledge (69%).

Survey of Graduates: Fall 1983 - Summer 1984

Planning for and managing enrollment in the 80's is a matter of survival as we move from a period of plenty to one of scarcity. Demographic changes, consumer challenges of the economic value and cost of higher education, and public policy shifts at the state and federal levels are all factors influencing collegiate enrollments. In order to counter these potentially negative factors, administrators today need to have specialized knowledge in the area of outcome research.

This study reflects outcome research as a retention effort within the Division of Student Affairs. Measuring the outcomes of higher education is a critical aspect of institutional survival today. A major thrust of such research is the economic and noneconomic benefits that accrue to individuals and to society as a whole. This is especially important in an era when both prospective students and society seem to be questioning the value of a college education.

Purpose of the Study

The purpose of this investigation was to examine how students benefit economically and noneconomically from attending UNCW.

Importance of the Study

Information emanating from this study should enhance the quality of written materials and presentations university spokespersons use to articulate the benefits of going to UNCW to prospective students, parents, and public policy makers. In addition, outcome data should benefit current students, prospective employers, academic administrators, and student affairs staff.

Research Questions

To isolate some of the economic and noneconomic benefits students derive from attending UNCW, this study addressed the following ten questions:

1. Do college graduates have good jobs?
2. Do college graduates have good incomes?
3. Do college graduates like their jobs?
4. Do college graduates think their education was relevant to their jobs?
5. Do college graduates think their jobs are related to their long-range career plans?
6. Do college graduates seek additional education?
7. Do college graduates think their education gave them an understanding of ideas?
8. Do college graduates think their education enabled them to relate to others?
9. Do college graduates think their education gave them an appreciation of the arts?
10. Do college graduates think their education gave them an understanding of a field of knowledge?

Limitations of the Study

While this information should be helpful to those selecting a major field of study because it indicates the range of job possibilities for graduates with a degree in major fields, certain points should be kept in mind.

- A population rather than a sample was used in this study. Information was received from about one-half (50.5%) of those surveyed. Results from

a wider representation could differ.

- o The information was collected from six months to one year after graduation. People often change occupations as they gain experience or additional education. This should be especially noted when comparing liberal arts majors with others. Assessing career outcomes five years after graduation would most likely yield a more representative picture of graduates.
- o Occupational patterns are influenced not only by economical considerations, but also by the number of graduates attracted to certain occupations and the number of qualified graduates that employers sought to hire in the period during which graduates applied.
- o Not everyone with a particular major is qualified for a job in a given field. Many factors beyond major field of study are taken into consideration by employers.
- o Unless reference is made to "all" graduates, only undergraduate alumni responses were analyzed. Nine of the 325 respondents were masters degree recipients (four with a Masters of Education and five with the Masters of Science).

Format to be Used

Information is presented systematically by answering each of the research questions in order. In as far as is possible, responses are, as a minimum, compared to major fields of study. In addressing the benefits accrued by a college education, questions 1-6 above are treated as predominantly economic, while the remainder are considered mostly noneconomic. Items reported with probability values of .05 or less (i.e., $p < .05$) are considered statistically significant.

METHOD

Population

As mentioned, a little better than one-half of the graduates responded to our survey. The population frame consisted of 765 students who graduated between the fall of 1983 and the summer of 1984. Of these, addresses for 673 graduates were generated by the Alumni Office. After two mailings, only 29 surveys were nondeliverable. Of the 644 surveys delivered, 325 were returned as usable. This resulted in a 50.5% response rate (which included nine graduates with masters degrees.)

Representation

Respondents differed significantly from nonrespondents in two respects: (1) semester graduated and (2) grade-point-average (GPA). No other significant differences were found between respondents and nonrespondents when comparing groups on sex, race, degree, major, and teacher certification. The 765 graduates who made up the population completed studies either in the fall of 1983 (N = 184), the spring of 1984 (N = 430), or the summer of 1984 (N = 151). While about one-half of those graduating in one of the first two semesters chose to respond, only 16% of the summer 1984 graduates responded. This difference was statistically significant ($p < .05$). Thus, surveying August graduates in December of the same year may be too soon to expect a representative response. Table 1 presents a closer look at the graduation dates, race and division by degree level for all survey respondents.

TABLE 1

GRADUATION DATE, RACE, & DIVISION BY DEGREE PROGRAM [1]

	ASSOCIATE		BACCALAUREATE		MASTERS	
	MALE N(%)	FEMALE N(%)	MALE N(%)	FEMALE N(%)	MALE N(%)	FEMALE N(%)
GRAD DATE						
FALL 1983			40 (30.1)	49 (30.4)	2 (40.0)	2 (50.0)
SPRING 1984		21 (100.0)	81 (60.9)	99 (61.5)	2 (40.0)	2 (50.0)
SUM 1984			12 (9.0)	13 (8.1)	1 (20.0)	
TOTAL		21 (100.0)	133 (100.0)	161 (100.0)	5 (100.0)	4 (100.0)
RACE						
WHITE		19 (90.5)	130 (97.7)	152 (94.4)	5 (100.0)	4 (100.0)
BLACK		2 (9.5)	1 (0.8)	9 (5.6)		
OTHER			2 (1.5)			
TOTAL		21 (100.0)	133 (100.0)	161 (100.0)	5 (100.0)	4 (100.0)
DIVISION						
ARTS & SCI			91 (68.4)	94 (58.4)	4 (80 .0)	1 (25.0)
BUSINESS			40 (30.1)	33 (20.5)		
EDUCATION			2 (1.5)	34 (21.1)	1 (20.0)	3 (75.0)
NURSING		21 (100.0)				
TOTAL		21 (100.0)	133 (100.0)	161 (100.0)	5 (100.0)	4 (100.0)

NOTE: 1 Survey respondents only.

By and large, nonrespondents had significantly lower GPAs than did respondents ($p=.05$). GPAs for respondents were almost evenly distributed among the four GPA catagories listed below. Nonrespondent GPAs were clustered around the lowest catagory of "mostly C's, some B's" (36.4%).

Grade-point-averages were categorized as follows:

CATEGORY	GPA RANGE
Mostly A's, some B's	3.5 - 4.0
Mostly B's, some A's	3.0 - 3.4
Mostly B's, some C's	2.5 - 2.9
Mostly C's, some B's	2.0 - 2.4

The fact that graduates with higher GPAs tended to respond to the survey supports the "faithful subject" notion that positive past experiences (such as high grades) tend to enhance survey response rates. This underscores the uniqueness of this particular sample of respondents. From Table 2 it is evident that almost half (47%) of all respondents had GPAs of at least 3.0.

TABLE 2

MAJ	COUNT / ROW PCT	MAJOR BY GPA: C, FEW Bs 2.20	B, FEW Cs 2.70	B, FEW As 3.20	A, FEW Bs 3.70	ROW TOTAL
ACCTNG		6	3	13	4	26
		23.1	11.5	50.0	15.4	9.7
BIO		7	2	3	2	14
		50.0	14.3	21.4	14.3	5.2
CHEMISTRY			1	1	1	3
			33.3	33.3	33.3	1.1
COMMO		5		2	2	9
		55.6		22.2	22.2	3.4
COMP SCI		2	6	6	5	19
		10.5	31.6	31.6	26.3	7.1
ECON		1	1		1	3
		33.3	33.3		33.3	1.1
ELE ED-CHILD		2	3	2	5	12
		16.7	25.0	16.7	41.7	4.5
ELE ED-MID		1	2		3	6
		16.7	33.3		50.0	2.2
ENGLISH		2	2		5	9
		22.2	22.2		55.6	3.4
ENVIR STUDY		1		1		2
		50.0		50.0		.7
GEOGRAPHY		1	1			2
		50.0	50.0			.7
GEOLOGY		4	1	4		9
		44.4	11.1	44.4		3.4
HISTORY		1	2	2	2	7
		14.3	28.6	28.6	28.6	2.6
MATH					1	1
					100.0	.4
MAR BIO		1	5	5	4	15
		6.7	33.3	33.3	26.7	5.6
MANAGEMENT		12	12	4	2	30
		40.0	40.0	13.3	6.7	11.2
MARKETING		3	2	2		7
		42.9	28.6	28.6		2.6
MUSIC			1	1	1	3
			33.3	33.3	33.3	1.1
NURSING		4	7	5	2	18
		22.2	38.9	27.8	11.1	6.7
PHY ED		5	2		1	8
		62.5	25.0		12.5	3.0
PHYSICS		1			1	2
		50.0			50.0	.7
POLI SCI			1	2	2	5
			20.0	40.0	40.0	1.9
PSYCH		1	1	7	4	13
		7.7	7.7	53.8	30.8	4.9
PARKS & REC MGT		5	1	1	2	9
		55.6	11.1	11.1	22.2	3.4
SPEC ED		2	5	3	2	12
		16.7	41.7	25.0	16.7	4.5
SOCIOLOGY		3	9	6	1	19
		15.8	47.4	31.6	5.3	7.1
SPANISH			1			1
			100.0			.4
SOC SCI		1	1	1	1	4
		25.0	25.0	25.0	25.0	1.5
	COLUMN TOTAL	71	72	71	54	268
		26.5	26.9	26.5	20.1	100.0

NUMBER OF MISSING OBSERVATIONS = 47

It is interesting to note that seven respondents double-majored with two of these meeting the requirements for both the Bachelor of Arts and the Bachelor of Science degree. Below is a list of first and second majors for these seven graduates.

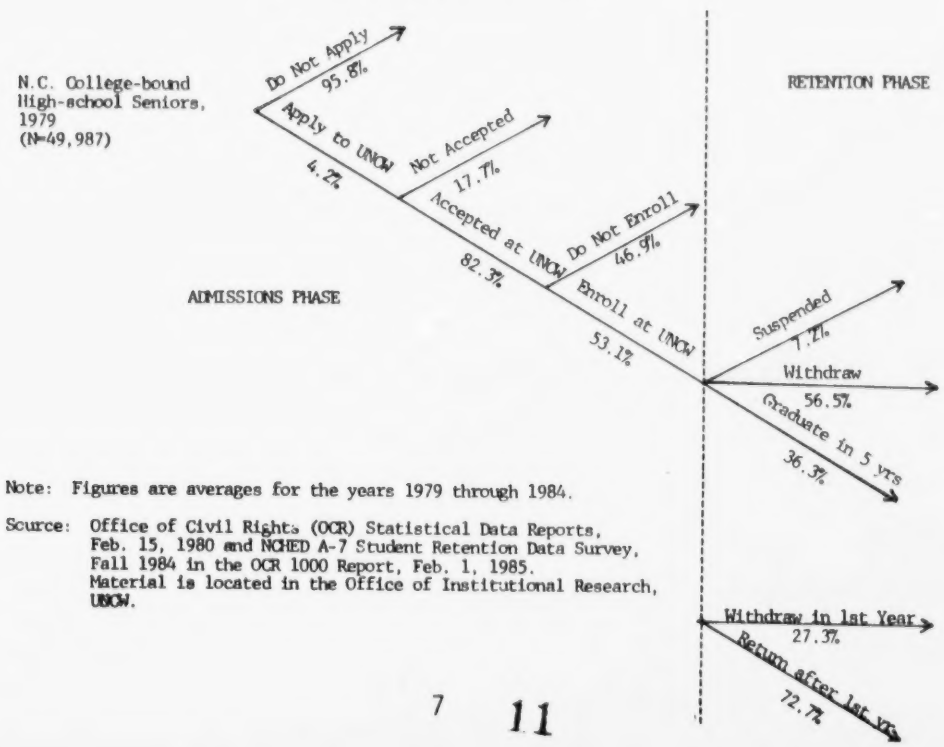
First Major	Second Major	Degree
Chemistry	Biology	BA/BS
Math	Computer Science	BS
Early Childhood	Intermediate Childhood	BA
Biology	Environmental Studies	BA
Geology	Marine Biology	BA/BS
Psychology	Sociology	BA
Political Science	Sociology	BA

Sixteen respondents received certification to teach with 10 certified to teach in the area of physical education, four in English, one in history, and one in mathematics.

Even more interesting is the extraordinary nature of the survey population. The 430 May 1984 graduates represented just over one-third (36.3%) of all UNCW first-time freshmen who had most likely matriculated five years earlier in the fall of 1979. Figure 1 gives a more detailed view of the admissions and retention phase of this cohort.

FIGURE 1

ENROLLMENT FLOW FOR 1979 FRESHMEN



Note: Figures are averages for the years 1979 through 1984.

Source: Office of Civil Rights (OCR) Statistical Data Reports, Feb. 15, 1980 and NCHED A-7 Student Retention Data Survey, Fall 1984 in the OCR 1000 Report, Feb. 1, 1985. Material is located in the Office of Institutional Research, UNCW.

Instrument and Data Management

The instrument chosen in this study was a four-part, two page, thirty item questionnaire designed to be answered sequentially. Section A was for those currently employed. Section B was for those presently continuing their education. Section C was for those not employed and not continuing their education. Section D was for everyone and focused on the noneconomical benefits of a student's educational experience. A copy of the survey is in the Appendix.

Data were managed using DATATRIEVE software on the VAX 11/785 minicomputer. Errors in keying data were no more than three per 1000 key strokes. Data analyses were completed using the Statistical Package of the Social Sciences (SPSSX). Graphics were designed using the MacIntosh MacChart program.

Data Analysis

Data are presented descriptively using frequency of response and cross-tabulations. Inferential statistics are presented using the Chi-square, nonparametric statistical test. To enhance readability, only those statistical analyses that were significant at the .05 probability level or less are presented. Where a statisically significant Chi-square was discovered, the nonparametric Contingency Coefficient, C, was computed to determine relationship magnitude. C values of at least .25 between two variables are generally considered adequate for analysis.

DISCUSSION

Do College Graduates Have Good Jobs?

A "good job" as defined in this study is one that requires a college education. Since it was unknown whether a graduate's job required a

degree, a more circuitous approach was taken in answering this research question.

One indicator of graduates having good jobs is simply the percentage that are employed or seeking employment. Figure 2 indicates that among all graduates, 90% were in the labor force. Of these 293 alumni, only 8% were unemployed but seeking work. The rest were employed in some fashion. Those not in the labor force represented the remaining 10%. Among these, a few were not looking for employment (4%) or were enrolled in school and were not working (6%).

FIGURE 2
LABOR FORCE STATUS
(N=325)

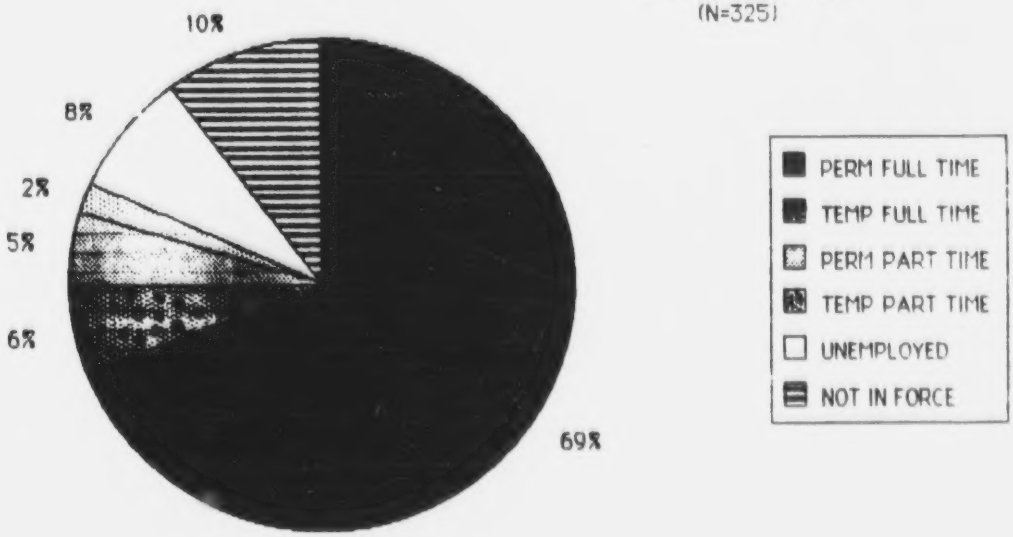
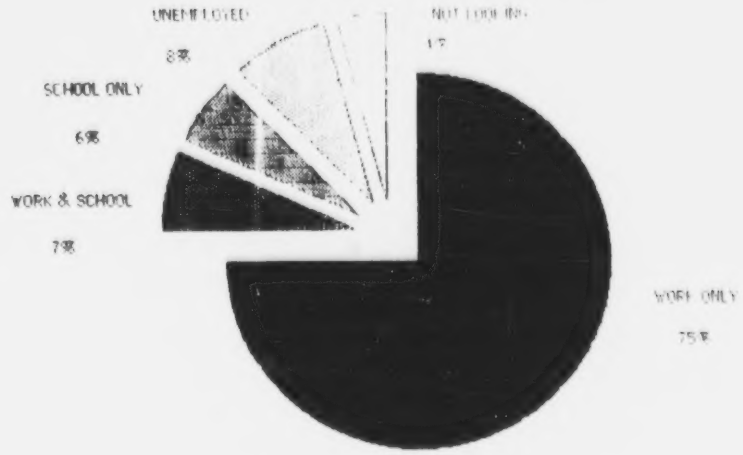


Figure 3 is a further elaboration of the occupational status of graduates.

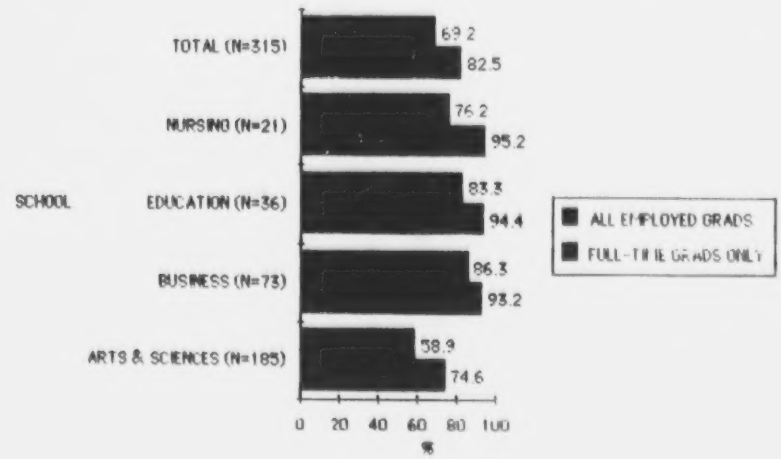
FIGURE 3



It is interesting to note that of the 266 total alumni who were working, 84% were permanent, full-time employees (35 hours or more per week). Most worked a median load of 40 hours per week.

Among undergraduate alumni, full-time employees differed significantly with regard to the academic department they graduated from at UNCW ($\underline{x}^2_2$ = 23.05, $\underline{C}$ = .26, $\underline{p}$ = .0001). Graduates from the Cameron School of Business were most likely to be permanently employed full-time (86.3%). At the other extreme were graduates from the College of Arts and Sciences (58.9%). Figure 4 depicts divisional differences in percent employed for undergraduate alumni only.

FIGURE 4
PERCENT EMPLOYED BY SCHOOL



It should be noted that when temporary and part-time workers were combined with full-time employees, arts and science majors remained significantly underemployed compared to others ($\underline{x}^2_3$ = 19.70, $\underline{C}$ = .24, $\underline{p}$ = .0002). This means that a greater proportion of non-arts and science majors accepted temporary or part-time employment, and more arts and science majors continued their education and were not in the work force.

Table 3 illustrates the number and percentage of employed graduates by major in the work force. Of these, about 8 of 10 (79%) were employed in North Carolina. The remainder worked jobs in one of 19 other states ranging from as far west as Alaska, north to Ohio, and as far south as Texas.

TABLE 3
PERCENT OF BA/BS/AA DEGREE RECIPIENTS EMPLOYED BY MAJOR, JAN. 1985 (N=260)

MAJOR FIELD OF STUDY		N	PERCENT
ARTS & SCIENCES			
	BIOLOGY	15	5.70
	MARINE BIOLOGY	8	3.10
	CHEMISTRY	4	1.50
	COMMO	5	1.90
	MUSIC	3	1.20
	EARTH SCI/GEOLOGY	7	2.70
	ENGLISH	11	4.20
	ENVIRONMENTAL STUDIES	2	0.80
	HISTORY	8	3.00
	COMPUTER SCIENCE	21	8.10
	MATHEMATICS	2	0.80
	PHYSICAL EDUCATION	9	3.50
	PARKS & REC MGT	7	2.60
	PHYSICS	2	0.80
	POLITICAL SCIENCE	3	1.20
	PSYCHOLOGY	11	4.20
	SOCIAL SCIENCE	3	1.20
	SOCIOLOGY	17	6.50
	SUBTOTAL	138	53.00
BUSINESS			
	ACCOUNTING	27	10.50
	ECONOMICS	3	1.20
	MANAGEMENT	30	11.40
	MARKETING	8	3.10
	SUBTOTAL	68	26.20
EDUCATION			
	ELEMENTARY EDUCATION	13	5.00
	MIDDLE EDUCATION	7	2.70
	SPECIAL EDUCATION	14	5.40
	SUBTOTAL	34	13.10
NURSING		20	7.70
	SUBTOTAL	20	7.70
TOTAL		260	100.00

NOTE: INCLUDES BOTH FULL- AND PART-TIME RESPONDENTS

Direct contact with employers was the most common way graduates learned about and secured positions (35.2%). Interestingly, one-fifth (21.6%) learned of their jobs through family or friends.

Another indicator of whether graduates had good jobs is the small number not employed yet seeking employment. Only 26 (8%) of all graduates were seeking employment. Of these, over half (52.9%) had been looking for work more than 90 days. In addition to these 26 graduates, a dozen more (4%) were neither seeking employment nor continuing their education. Most of these specified reasons such as "family concerns" or "not wanting to work outside the home now."

Do College Graduates Have Good Incomes?

Median annual salaries ranged from $15,001-$18,000. Over half (50.8%) earn from $12,001-$18,000 per year. Tables 4 and 5 describe salary by major and career field, respectively. Highest salaries went to computer science and marine biology majors. As to careers, the largest salaries went to those in business and industry. Almost one-third (32%) of the 28 graduates working in merchandising and services earn over $20,000 annually, while well over one-fourth (28%) of the 29 graduates employed in the building materials and construction industry earn as much.

Do College Graduates Like Their Jobs?

Graduates were asked how satisfied they were with their present job. Answers ranged from very satisfied to very dissatisfied using a five-point scale. This crude measure of job satisfaction resulted in 40% of all full-time, permanent employees saying they were very satisfied.

Graduates in certain majors were more job satisfied than others. Table 4 shows that at least half of all accounting, communications, computer science, middle education, math, marketing, physical education, and physics majors were very satisfied with their present jobs. In addition, all respondents with majors in middle school education, math, nursing, and physics claimed their present job was very related to their UNCW degree.

TABLE 4

EMPLOYMENT STATUS, SALARY, GPA, JOB SATISFACTION AND JOB RELATEDNESS BY MAJOR
(N=205)

MAJOR	NO. EMPLOY	PERMANENT FULL-TIME MEDIAN SALARY ($X1000) MEN	WOMEN	TOTAL	MEDIAN GPA	% VERY JOB SATISFIED	% VERY JOB RELATED
ACCOUNTING	26	12-15	12-15	12-15	3.2	50	69
BIOLOGY	9	15-18	LT 10	12-15	2.2	44	8
CHEMISTRY	3	12-15	18-20	15-18	3.2	33	68
COMMUNICATION	4	12-15	15-18	15-18	2.2	50	50
COMPUTER SCIENCE	16	20-23	15-18	20-23	3.2	60	78
ECONOMICS	3	12-15	0	12-15	2.7	0	0
ELEMENTARY ED-CHILD	12	0	12-15	12-15	2.7	42	92
ELEMENTARY ED-MIDDLE	6	12-15	15-18	15-18	2.7	67	100
ENGLISH	7	20-23	LT 10	12-15	3.7	29	25
ENVIRONMENT STUDIES	2	15-18	0	15-18	2.2	0	50
GEOLOGY	5	12-15	10-12	12-15	2.7	20	60
HISTORY	5	12-15	15-18	12-15	2.7	40	0
MATH	2	0	15-18	15-18	3.7	50	100
MARINE BIOLOGY	5	15-18	12-15	18-20	2.7	40	40
MANAGEMENT	25	15-18	12-15	15-18	2.7	48	48
MARKETING	7	15-18	12-15	12-15	2.7	57	43
NURSING	14	0	15-18	15-18	2.7	43	100
PHYSICAL EDUCATION	8	15-18	10-12	15-18	2.2	50	50
PHYSICS	2	15-18	0	15-18	2.2	50	100
POLITICAL SCIENCE	2	10-12	0	10-12	3.7	0	0
PSYCHOLOGY	9	18-20	10-12	12-15	3.2	22	22
PARKS & RECREATION	6	15-18	10-12	15-18	2.7	33	50
SPECIAL EDUCATION	12	0	15-18	15-18	2.7	42	92
SOCIOLOGY	12	12-15	10-12	10-12	2.7	33	29
SOCIAL SCIENCE	3	15-18	10-12	10-12	2.7	33	0

NUMBER OF MISSING OBSERVATIONS = 14

Career fields were categorized into one of three areas: business, industry, or non-profit. Graduates in certain career fields appeared more satisfied than others. Table 5 shows that at least half of those in career fields related to public accounting; aerospace; chemicals; public utilities; and federal, state, and local government were very satisfied. As might be expected, most (89%) of those not very satisfied with their jobs claimed they could not find an appropriate job in their major field of study. When job satisfaction was compared to sex, race, GPA, and career field, there were no significant differences found. This is interesting in view of the significantly different employment histories between men and women in this study ($\underline{x}^2_{14} = 40.79$, $\underline{C} = .41$, $\underline{p} = .0002$). Substantially more women were in banking (75%), aerospace (67%), research and consulting (100%), education (84%), and hospitals (81%). This indicates that men and women are represented to different degrees in traditional fields. Table 5 further describes these differences.

TABLE 5
(N=203)
EMPLOYMENT STATUS, SALARY, GPA AND JOB SATISFACTION BY CAREER

CAREERS		NO. EMPLOY	% FEMALE	PERMANENT FULL-TIME MEDIAN SALARY ($X1000)	MEDIAN GPA	% VERY SATISFIED
BUSINESS:	PUBLIC ACCOUNTING	5	20	12-15	2.7	80
	BANKING, FINANCE & INSURANCE	12	75	12-15	3.2	8
	MERCHANDISING & SERVICES	28	57	12-15	2.7	44
INDUSTRY:	AEROSPACE, ELECTRONICS & INSTRUMENTS	3	67	12-15	2.7	67
	BUILDING MATERIALS, MFGS & CONSTRUCTION	29	28	15-18	2.7	41
	CHEMICALS, DRUGS & ALLIED PRODUCTS	4	50	12-15	2.7	75
	FOOD & BEVERAGE PROCESSING	13	46	12-15	2.7	46
	RESEARCH & CONSULTING ORGANIZATIONS	3	100	12-15	3.7	33
	PUBLIC UTILITIES & TRANSPORTATION	4	0	20-23	2.7	75
	OTHER	3	67	10-12	2.7	33
NONPROFIT:	FEDERAL GOVERNMENT	11	46	15-18	3.2	55
	LOCAL & STATE GOV'T	14	57	15-18	2.7	50
	EDUCATION	32	84	15-18	2.7	41
	HOSPITALS & CLINICS	31	81	15-18	2.7	32
	OTHER	11	55	15-18	2.7	46

NUMBER OF MISSING OBSERVATIONS= 16

Table 6 categorizes various career fields into job groups and compares jobs to majors for undergraduate alumni who were permanent, full-time employees. No significant differences were noted.

TABLE 6
MAJOR BY JOB GROUP

MAJ. / COUNT / ROW PCT	JOBS: RUBN (1.00)	IND (2.00)	GOVT (3.00)	ED (4.00)	OTHER (5.00)	ROW TOTAL
ACCTNG	13 / 48.1	10 / 37.0	2 / 7.4		2 / 7.4	27 / 12.3
BIO	1 / 11.1	6 / 66.7	1 / 11.1		1 / 11.1	9 / 4.1
CHEMISTRY		3 / 75.0			1 / 25.0	4 / 1.8
COMMD	2 / 50.0	2 / 50.0				4 / 1.8
COMP SCI	4 / 25.0	7 / 43.8	3 / 18.8		2 / 12.5	16 / 7.3
ECON		2 / 66.7	1 / 33.3			3 / 1.4
ELE ED-CHILD		1 / 7.7	2 / 15.4	10 / 76.9		13 / 5.9
ELE ED-MID			2 / 28.6	5 / 71.4		7 / 3.2
ENGLISH	1 / 14.3	2 / 28.6	1 / 14.3	2 / 28.6	1 / 14.3	7 / 3.2
ENVIR STUDY		1 / 50.0			1 / 50.0	2 / .9
GEOLOGY		4 / 80.0	1 / 20.0			5 / 2.3
HISTORY	2 / 28.6	1 / 14.3	3 / 42.9	1 / 14.3		7 / 3.2
MATH				1 / 50.0	1 / 50.0	2 / .9
16.00 MAR BIO	2 / 33.3	2 / 33.3	1 / 16.7		1 / 16.7	6 / 2.7
MANAGEMENT	7 / 26.9	11 / 42.3	2 / 7.7		6 / 23.1	26 / 11.9
MARKETING	5 / 71.4	2 / 28.6				7 / 3.2
MUSIC					1 / 100.0	1 / .5
NURSING					14 / 100.0	14 / 6.4
PHY ED	1 / 12.5	1 / 12.5	1 / 12.5	4 / 50.0	1 / 12.5	8 / 3.7
PHYSICS			2 / 100.0			2 / .9
POLI SCI	1 / 33.3	1 / 33.3	1 / 33.3			3 / 1.4
PSYCH	2 / 20.0	3 / 30.0		1 / 10.0	4 / 40.0	10 / 4.6
PARKS & REC MGT	2 / 28.6		1 / 14.3	1 / 14.3	3 / 42.9	7 / 3.2
SPEC ED			2 / 14.3	11 / 78.6	1 / 7.1	14 / 6.4
SOCIOLOGY	3 / 25.0	2 / 16.7	3 / 25.0		4 / 33.3	12 / 5.5
SOC SCI	2 / 66.7	1 / 33.3				3 / 1.4
COLUMN TOTAL	48 / 21.9	62 / 28.3	29 / 13.2	36 / 16.4	44 / 20.1	219 / 100.0

NUMBER OF MISSING OBSERVATIONS 3

Although it is realized that in the assessment of satisfaction, people in different occupations attach different weights to job features, this section would not be complete without comparing overall satisfaction with salary. It was discovered that a significant relationship existed between being very satisfied with one's job and salary level (r = .34, p = .0001). Table 7 is a further elaboration of this correlation. Statistical significance in the data indicate that satisfaction varied with salary; however, in the one career area (government) and the two divisional areas (business and nursing)--lack of significance resulted from a preponderance of graduates in these areas being either very satisfied or fairly satisfied and having incomes that did not systematically flucuate in relation to degree of satisfaction. In this respect, graduates working in government and those who majored within either the business or nursing school were not as influenced by salary in assessing their own job satisfaction.

TABLE 7

CORRELATIONS BETWEEN SALARY AND SATISFACTION WITH JOB

SUBGROUP	r
BY SEX	
MEN	0.38*
WOMEN	0.33*
BY OCCUPATION	
BUSINESS	0.38*
INDUSTRY	0.39*
GOVERNMENT[1]	0.25
EDUCATION	0.54*
OTHER	0.38*
BY DIVISION	
ARTS & SCIENCES	0.51*
BUSINESS[2]	0.19
EDUCATION	0.40*
NURSING[3]	-0.10

NOTES:
* $p < .01$
1 Most (84%) very satisfied or fairly satisfied.
2 Most (80.3%) very satisfied or fairly satisfied.
3 All very satisfied or fairly satisfied.

Do College Graduates Think Their Education Was Relevant To Their Jobs?

Over half (53%) said their present job was very related to their latest UNCW degree. Of all those employed, 59% said their job was related to their major field of study.

In reflecting upon their educational experience, 62% said UNCW contributed at least "much progress" in preparing them for employment, with 27% saying "very much progress." Nearly all respondents (92%) said preparation for employment was at least of "much importance" to them, with two-thirds saying "very much importance."

Do College Graduates Think Their Jobs Are Related To Their Long-Range Career Plans?

Over half (53%) claimed their current job was very related to their long-range career plans.

Do College Graduates Seek Additional Education?

About 7% of all those employed are also taking courses at an institute of higher education. Of these 22 graduates, 15 (68%) are permanent, full-time employees.

In addition to these 22 working graduates, 20 others go to school only and do not work. Thus, a total of 42 (13%) graduates were continuing their education. Of these 42 graduates, 26 were working toward a Master's degree. A variety of fields were represented. The largest group of graduates was working toward a law degree (N=4). Marine biology (N=2) and geology (N=2) represented the next two largest fields studied. Graduates continuing their education mostly cited three schools--UNCW (3.7%), NCSU (1.5%), and UNC (1.5%)--as where they were attending at the time of the survey. Of those continuing, 22 claimed the doctorate was the highest degree they sought. Table 8 depicts advanced field of study,

degree sought, institution, UNCW major, and GPA for all undergraduate alumni.

TABLE 8

GRADUATES CONTINUING EDUCATION
(N=42)

Key:

Degree
1=Bachelors
2=Masters
3=Professional
4=Doctorate

UNCW MAJOR	GPA	ADVANCED DEGREE	FIELD	SCHOOL
Accounting	2.23	2	MBA	Campbell U.
Accounting	3.76	3	Law	UNC-Chapel Hill
Biology	3.12	4	Cytololgy	U. of Tenn.
Biology	3.66	2	Food Science & Tech.	Oregon State
Communications	3.50	2	Journalism	LSU
Communications	3.32	1	Education	UNCW
Computer Science	2.86	2	Computer Science	CPPC
Elementary Ed.-Child	2.23	2		Pembroke
Elementary Ed.-Mid.	3.71	2	Elementary Education	UNCW
English	2.91	2	Communications	UNC-Chapel Hill
English	2.75	2	English	NCSU
Geology	3.40	2	Geology	Texas Tech
Geology	3.36	2	Geology	U. of Houston
Geology	2.35	2	Geology	Memphis State U.
Math	3.48	2	Computer Science	Santa Clara U., CA
Marine Biology	3.83	2	Marine Biology	UNCW
Marine Biology	3.23	1	Chemistry	UNCW
Marine Biology	3.24	4	BioChemistry	UNC-Chapel Hill
Marine Biology	3.21	2	Biological Oceanography	UNCW
Marine Biology	3.82	2	Marine Biology	U. of Alaska
Marine Biology	3.21	2	Biology	WCU
Marine Biology	2.59	1	Science Education	ECU
Management	3.77	2	Economics	NCSU
Management	2.99	1	Mechanical Engineering	Grossmont College
Nursing	2.87	1	Nursing	UNCW
Nursing	3.01	4	Zoology	U. of Florida
Physical Education	3.55	2	Physical Education	Old Dominion U.
Political Science	3.27	3	Law	Campbell U.
Political Science	3.57	3	Law	Ohio State
Political Science	3.44	2	Political Science	U. of Maryland
Political Science	3.82	3	Christian Ministry	Va. Union Theological
Psychology	3.53	4	Psychology	NCSU
Psychology	3.06	2	Recreation	UNC-Chapel Hill
Psychology	3.07	2	Counseling	CBN
Psychology	3.85	3	Medicine	ECU
Parks and Recreation	2.49	1	Marketing	UNCW
Parks and Recreation	3.86	2	Recreation Resources	NCSU
Special Education	2.81	2	Counseling	NCSU
Special Education	2.53	2	Special Education	UNCW-Sampson Tech
Sociology	3.23	2	Social Work	UNC-Chapel Hill
Sociology	2.43	1	Math	UNCW
Sociology	2.56	2	Law	NCCU

The main source of income of graduates enrolled in school was teaching/research assistantships (22.4%). Over one-third (34%) claimed an annual income of $5,001-$10,000.

In terms of reasons for continuing their education, graduates strongly agreed, in order of highest percentage, that they wanted to satisfy personal ambition or goals (87%), provide for career advancement (78.7%), enhance employability (77.1%), increase earning power (66.7%), enter a more preferred occupation (61.7%) and satisfy job requirements (38.3%).

Do College Graduates Think Their Education Gave Them An Understanding Of Ideas?

All graduates were asked to reflect on their educational experience and respond as to how much UNCW contributed to their progress in each of several areas. They were then asked to relate how important that progress was to them. Overall, graduates rated the importance of progress in various areas as much higher than they did UNCW's contribution to those areas.

In terms of understanding ideas, 60.1% said understanding ideas was very important, while 31.1% claimed UNCW contributed very much progress in this area.

Do College Graduates Think Their Education Enabled Them To Relate To Others?

In the area of relating to others, 61.7% said it was very important for them to make progress in relating to others, while UNCW was rated by 30.4% as having made very much progress in contributing to that end.

Do College Graduates Think Their Education Gave Them An Appreciation Of The Arts?

In the area of appreciating the arts, only one-fifth claimed it was very important, and only 9.2% said UNCW contributed very much.

Do College Graduates Think Their Education Gave Them An Understanding Of A Field Of Knowledge?

Understanding a field of knowledge was seen by 69% as very important. UNCW was rated by 46% as contributing very much progress in helping them understand a field of knowledge.

SUMMARY

Over half of 644 graduates who were sent surveys responded. All graduates completed studies either in the fall of 1983, spring of 1984, or summer of 1984. Because so few graduates in the last period responded, it is suggested that future studies allow more time for students to participate in the job market by surveying graduates no sooner than six months after they complete their studies.

In addition, respondents had higher GPAs than nonrespondents. No other differences were noted.

This study examines some of the economic and noneconomic benefits students accrue from attending UNCW. In terms of economic benefits, 90% were in the labor force (i.e., either employed or looking). Only 16% were employed part-time. Most full-time workers were business majors. All employed graduates tended to work in North Carolina. Salaries between $15,001 and $18,000 were most typical. More than two-fifths of all full-time, permanent employees were very job satisfied. At least half of all respondents from eight majors were very satisfied with their jobs. Graduates in public accounting, aerospace, public utilities, and government were the most satisfied. Graduates, as a whole, consider their education as relevant to their jobs in terms of relatedness to degree, major and career plans.

About 13% of all graduates were continuing their education and approximately one-third (35%) were also working full-time.

In terms of noneconomic benefits, well over half of all graduates claimed their education helped them understand ideas, enabled them to relate to others and gave them an understanding of a field of knowledge.

Finally, graduates responded to the comments section of the survey. Two comments representative of 66 made are listed in the Appendix. Details of this study are available in the Office of the Vice Chancellor for Student Affairs.

APPENDIX

THE UNIVERSITY OF NORTH CAROLINA
AT WILMINGTON
601 SOUTH COLLEGE ROAD
WILMINGTON, N.C. 28403-3297

WILLIAM H. WAGONER
Chancellor

TELEPHONE: (919) 395-3030

December 14, 1984

Dear Graduate:

The Office of the Vice Chancellor for Student Affairs, in conjunction with the academic departments, is conducting a study of all UNC-Wilmington alumni who have graduated since the Fall of 1983.

We are very much interested in the career development of our graduates. As you have perhaps taken on work responsibilities your hopes and expectations have been put to the test. We need to know how constraints of the job market or experiences in your first employment setting have affected further changes in your career plans. Those of you who have continued your studies beyond the Bachelor's level are more likely to have been trained in a particular career discipline by the time you enter the job market. However, we would like to know whether you are pursuing graduate study in fields unrelated to your undergraduate major. We recognize that your eventual career outcome may not have been necessarily established by your senior year or even by completion of graduate study. Nevertheless, we are dedicated to monitoring the career development of our graduates, especially the crucial first years of employment.

This questionnaire was designed for graduates in various career situations. We ask that you complete the sections of the form that apply to your current status. We encourage you to utilize the space for additional comments. The analysis of the aggregate information collected will be made available to aid students in their career planning decisions and to academic departments for program evaluation.

The information collected during this study will be released in aggregate form only and individual responses will remain strictly confidential. We encourage you to participate in this project since your response will have an impact on the University and on future UNC-Wilmington graduates. We thank you for your cooperation and wish you every success in your future plans and activities.

Sincerely,

William H. Wagoner

William H. Wagoner
Chancellor

The University of North Carolina at Wilmington is a constituent institution
of THE UNIVERSITY OF NORTH CAROLINA — William C. Friday, President

THE UNIVERSITY OF NORTH CAROLINA
AT WILMINGTON
601 SOUTH COLLEGE ROAD
WILMINGTON, N.C. 28403-3297

WILLIAM H. WAGONER
Chancellor

TELEPHONE (919) 791-4330

January 23, 1985

Dear Graduate:

Recently, we mailed you a confidential questionnaire inquiring about your career development. Using a numbering system on your survey, we are able to separate those who have responded from those who have not. As before, individual responses will remain strictly confidential.

Information you provide will enable us to answer the following questions related to the outcomes of higher education at UNCW:

- Do college graduates have good jobs?
- Do college graduates have good incomes?
- Do college graduates like their jobs?
- Do college graduates think their education was relevant to their jobs?
- Do college graduates feel satisfied about the colleges they attended?
- Do college graduates think their education gave them breadth of knowledge about various fields?
- Do college graduates think their education helped them in understanding and relating to other people?
- Do college graduates continue their education?

We encourage you to participate in this project since your responses will have an impact on the university and on future UNC-Wilmington graduates. Please take a few minutes now to complete the sections that apply to you. We thank you for your cooperation and wish you every success in your future plans and activities.

Sincerely,

William H. Wagoner

William H. Wagoner
Chancellor

WHW:tle

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SURVEY OF UNCW GRADUATES

Directions: There are four sections to this form.
Section A is for those currently employed.
Section B is for those presently continuing their education.
Section C is for those not employed or not continuing their education.
Section D is for everyone.

SECTION A (Please complete this section only if you are **currently employed**)

A-1) Location of your present job (or headquarters location of your company, if you travel extensively).

City _____ State _____

A-2) Specific name of organization in which you currently work.

_____

A-3) Type of industry (e.g., manufacturing-textiles or state government-elementary, secondary, health care agency, etc.)

_____

A-4) Specific job title (e.g., Mgmt. Trainee, Retail Sales, Computer Programer I).

_____

A-5) How satisfied are you with your present job? (Circle Number)
1 Very Satisfied
2 Fairly Satisfied
3 Neutral
4 Fairly Dissatisfied
5 Very Dissatisfied

A-6) Please circle the number that best describes your employment status:
1 Permanent Full-time (35 hours or more per week)
2 Temporary Full-time (35 hours or more per week)
3 Permanent Part-time (less than 35 hours per week)
4 Temporary Part-time (less than 35 hours per week)

A-7) How many hours per week do you usually work at your job?

_____ hrs/wk

A-8) How related is your present job to your latest UNCW degree? (Circle number)
1 Very Related
2 Somewhat Related
3 Not Related at all

A-9) How related is your current job to your long-range career plans? (Circle number)

1 Very Related
2 Somewhat Related
3 Not Related

A-10) Please check below your current annual income. Recall that this is strictly confidential. (Circle number)

1	Hourly wage: $ _____	6	$18,001-$20,000
2	Less than $10,000	7	$20,001-$23,000
3	$10,001-$12,000	8	$23,001-$25,000
4	$12,001-$15,000	9	$25,001-$30,000
5	$15,001-$18,000	10	$30,001-or more

A-11) How did you first learn about your current job? (Circle only one)

1 Already employed in position
2 Through family or friends
3 Through the Career Planning and Placement Center
4 Direct contact with employers
5 Through UNC-W Career Day
6 Through Faculty at UNC-W
7 Other (please specify):

A-12) How related is your employment to your major field of study?

1 Employed in my field
2 Never planned to work in that field
3 Could not find appropriate job in that area
4 Developed new career interest
5 Field of study does not necessarily relate to a specified career.

A-13) Are you currently taking courses at an institution of higher education, in addition to being employed? (Circle number)

1 Yes ⟶ If yes, please complete Section B.
2 No

SECTION B (Please complete this section only if you are **continuing your education.**)

B-1) What degree are you currently trying to obtain? What is the highest degree you hope to obtain? (Circle one in each column)

Currently working Toward	Highest Degree Sought	
1	1	Bachelors
2	2	Masters
3	3	Professional (MD, DDS, JD, MSN, etc.)
4	4	Doctorate (Ph.D, Ed.D, etc.)

Field of Study _____ _____

B-2) Name of institution you are currently attending.

_____

B-3) What is your main source of income this current year? (Circle only one)

1	Fellowship	6	Investments
2	Teaching/Research Assistantship	7	Aid from family
3	Non-academic job	8	Personal loan
4	Spouse's job	9	Government or institutional loan
5	Savings	10	Other

B-4) What is your total annual income? (Do not include your parents' income)

1	Less than $2,500	5	$12,001-$15,000	9	$23,001-$25,000
2	$2,501-$5,000	6	$15,001-$18,000	10	$25,001-$30,000
3	$5,001-$10,000	7	$18,001-$20,000	11	$30,001 or more
4	$10,001-$12,000	8	$20,001-$23,000		

B-5) Please indicate your level of agreement with the following reasons for continuing your education (Circle one number for each row):

	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
A. Satisfy job requirements	1	2	3	4
B. Enter a more preferred occupation	1	2	3	4
C. Increase earning power	1	2	3	4
D. Satisfy personal ambition or goals	1	2	3	4
E. Enhance employability	1	2	3	4
F. Provide for career advancement	1	2	3	4

SECTION C (Please complete this section only if **NOT EMPLOYED** or **NOT CONTINUING** your education)

C-1) If you are currently seeking employment, how long have you been searching? (Circle one)

1 Less than 30 days
2 Between 30 and 90 days
3 More than 90 days
4 Not seeking employment

C-2) If not seeking employment, please indicate primary reason: (Circle one)

1 Unable to work for health reasons (other than pregnancy)
2 Do not want to work outside home now.
3 Spouses' income is sufficient
4 Child-rearing or pregnancy prevents me from working
5 Am discouraged from past experiences or do not think I will find a job even if I start searching
6 Other (please specify) _____

SECTION D (This section is to be completed by **EVERYONE**)

D-1) In thinking over your educational experience, how much did UNCW contribute to your progress in each area? How important is that progress to you? (Circle one number for each of the two sub-headings)

	Progress				Importance			
	Very Much	Much	Little	No	Very Much	Much	Little	No
A. Understanding ideas	1	2	3	4	1	2	3	4
B. Relating to others	1	2	3	4	1	2	3	4
C. Appreciating the Arts (literature, music, art, drama)	1	2	3	4	1	2	3	4
D. Understanding a field of knowledge	1	2	3	4	1	2	3	4
E. Preparing for employment	1	2	3	4	1	2	3	4

D-2) What is the highest degree you now hold? Please identify school if other than UNCW. (Circle number)

Degree	School
1. Bachelors	_____
2. Masters	_____
3. Professional	_____
4. Doctorate	_____

Please add additional comments as needed.

Thank you for your cooperation. Please use the enclosed self-addressed envelope to return your survey. Good luck with your future endeavors!

The University of North Carolina at Wilmington is committed to equality of educational opportunity and does not discriminate against applicants, students or employees based on race, color, national origin, religion, sex, age or handicap. Moreover, The University of North Carolina at Wilmington is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of black students.

BEST COPY AVAILABLE

STUDENT COMMENTS

"I greatly enjoyed my undergraduate years at UNCW. In fact, after receiving my law degree, I plan to return to Wilmington to practice law. I plan to be active in the Alumni Association as much as time permits. UNCW is a wonderful university situated in a beautiful city, and I speak very highly of the university to those who ask me about my years at UNCW."

"I found that when I started work it was totally different from school. I also realized that I had no idea what to expect upon arrival. I feel that Career Planning and Placement should not only help get you the job, but tell you what to expect once you start work."